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ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on making writing public is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

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150 Smith Research Center
Indiana University
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Learning Package #35

Making Writing Public

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OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

Making Writing Public

(Marge Simic)

Lecture

(All references are fully documented in the enclosed bibliography, or in a reference list following the lecture)

Publishing means "to make public." In order to make writing public, the writer must have an audience. The audience becomes the writer's stimulus -- the purpose for writing. If children do not have a purpose for writing -- i.e., an intended audience -- then writing becomes an "exercise" for a non-communicative event. Children who have not published do not write for an audience, but instead write for a critical reader. Typically, the critical reader is a teacher whose intent is to "correct and evaluate" their work. Little self-generated writing can come from children (and adults, too) who fear criticism of their writing.

Publishing for early writers may mean reading their writing to teachers, a group of children, a friend, or a parent. Their "publication" may not be edited to perfection, but clearly they have made their writing public by sharing it with an audience.

Publication may mean showing or displaying the work. Writing can be displayed on bulletin boards, on classroom walls or in the halls, mailed to pen pals, sent home, or published in "real" book form. Publishing "real" books is a child-centered production, where the child designs the book cover and illustrates the book,

has a dedication and title page, and may even have a page written "about the author." Students model bookmaking just like real authors.

Some schools or school districts have writing competitions. The author of the best handmade book in each classroom gets to attend a conference for young authors. Some schools arrange for all children in the school to attend the conference. A children's book author may be contacted to talk to the young authors, and workshops on writing may be conducted in which children share ideas about being authors with each other. The children's books are displayed, then put in their school libraries for others to read. Copies of the children's books can be made and placed in community libraries and reception offices of doctors, dentists, bankers, etc. in order to reach readers in the community.

Some people question the need for and value of writing competitions. One may think the rewards for becoming an author are publication and the self-satisfaction that comes from sharing one's idea. Yet we know as teachers that acknowledgement of good writing, whether it is peer or adult, helps build an awareness of the importance of writing. There is little doubt that programs which encourage children to write and publish their own books improve the writing abilities of students. Calkins (1986) and Hansen (1987) support this type of reward but also see the need to celebrate throughout the school year. They encourage

teachers not to wait until the end of the school year to celebrate authorship. The celebration should take place early in the year and continue throughout the school year. Make scissors, markers, crayons, paper and other bookmaking materials and techniques available in September to encourage and excite students about publishing. Schedule author conferences periodically and invite the public in to browse. These events can be centered around completion of a topic, celebration of holidays, "awareness" weeks, or featured students, teachers, school workers, careers, etc. The main contributions of these celebrations of authorship to the process writing curriculum are that they generate excitement about writing, and they promote more writing in classrooms.

How teachers choose to make student writing public may not be as significant as the attitude we instill in our students during writing. We must treat students as writers and authors if we want them to write. "That means treating students to that final and ultimate writerly pleasure of finding their words come alive in the faces of their listeners and their readers" (Willinsky, 1985). The classroom atmosphere is a determinant of the amount and kind of risks taken in writing. Children need to feel support and acceptance from teachers and peers in order to take the kind of risks involved in the process of producing good writing. When children feel safe from criticism, they become eager to write and

to share their writing. The class becomes a community of writers. Children enjoy having their writings published. We need to make it as easy as possible for children to publish their writing.

During publication, children can play both the role of author and the role of audience to other children's pieces. Instead of questioning the teacher, they can question each other for clarity of meaning. Children as authors use the ideas of their audience when revising their writing. As audience, they have the opportunity to see their ideas used by other students in their revised stories. This shifting from author to audience and back again encourages children to become perceptive readers and writers.

It is important that children confer with each other as they write, and that much time and care be given to the sharing and displaying of children's writing. Some time should be set aside daily for children to read orally what they have written or are in the process of writing. Older children who are experiencing difficulty with writing may find it less threatening to share their writing with younger students. The benefits of such sharing are twofold; the older student gains the confidence and esteem needed in order to continue his/her writing, and the young student sees, early on in his/her learning, the connection between reading and writing. The older student serves as a positive peer model for authorship: writing, sharing, and publishing.

An integral part of the publication stage is sharing. Graves and Hansen (1983) refer to this sharing as the "author's chair." "As writers, children struggle to put their thoughts on paper, and they talk about these thoughts with other writers. As readers, they compose messages and ask questions about published books. They play, they invent, they mimic, when they compose in reading and writing and sitting on the author's chair" (Graves and Hansen, 1983). Use of an author's chair plays a key role in revision for final publication. Use of an author's chair gives children feedback on their writing, models conferencing, and develops a sense of "community" for writing and authoring (Graves and Hansen, 1983).

Hansen (1987) says young authors need to respond to other authors if they are to make the important connection between reading and writing. "Authors who share their own writing and who ask other authors questions experience connections between reading and writing," states Hansen. She describes four different response situations: 1) response to unfinished pieces; 2) response to an author's published piece; 3) response to other student's published books; and 4) response to books written by professional authors. These situations all need to occur in the classroom in order for children to develop a sense of authorship.

Harste (1988) sees his "author's circle" as "crucial in helping authors develop the sense of audience that is so essential to becoming a writer who can successfully communicate with others."

This sharing and responding helps the student develop a reader perspective on their writing among readers they know and trust. The child receives many opinions and ideas from many children, whereas during individual conferences, the author receives the comments of only one person. Children learn how to be helpful responders in an author's circle. They learn how to discover good qualities of a piece, and how to ask good questions about the content. Additionally, circle participants learn that their ideas are valued when many of them later turn up in the work of the authors they have helped.

In the process of revision, children become responsible for corrections. A piece ready for publication must contain correct spelling, punctuation, grammar, and good handwriting for its readers. It is important that the writing not be taken away from the writer during the publication stage. Final decisions about content, title, and so on, must be made by the author who must also attend to conventions. When involved in group publication, the author should remain in control of publishing decisions about illustrations, layout, form of publication, etc. It is important that the writer is involved in these decisions for it is here that teachers can become more aware of the skills the student "can do" and ones which "need work." Hansen (1987) tells us that students who attend to their own misspellings, errors in punctuation, grammar, and so on during the editing stage of publication learn and remember more

of the mechanics of writing than if the errors are found for them. Calkins (1986) argues that even adult writers who are writing for publication must release their work at some point to have it corrected by editors. She continues to say that, as writers, we no longer want to "own" those errors. If teachers choose to do the final edit, they are taking the "ownership" of the writing from the writer. We must be aware of the effects this may have on future writing for students in the classroom. Teachers need to know their purposes for having children write. Ultimately, the goal is for students to be able to express themselves and what they are learning through writing that clearly conveys meaning to the reader. Realistically, teachers must give students support and encouragement to "make their best better," and in so doing, children must be allowed to be responsible for all the components of writing for publication.

Making writing public brings an additional dimension to reading and writing. Writers view themselves as authors and value the interaction with their audience in the process of writing. The students become a "community of authors" -- "members of the club." A cooperative and caring environment that invites children to share and to respond is the type of supportive environment in which children's reading and writing can flourish.

References

Calkins, L. (1986). *The Art of Teaching Writing*. Portsmouth, NH: Heinemann.

Graves, D., and Hansen, J. (1983). "The Author's Chair." *Language Arts*, 60, 176-83.

Hansen, J. (1987). *When Writers Read*. Portsmouth, NH: Heinemann.

Harste, J., Short, K., and Burke, C. (1988). *Creating Classrooms for Authors*. Portsmouth, NH: Heinemann.

Willinsky, J. (1985). "To Publish and Publish and Publish." *Language Arts*, 62, 619-23.

Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

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Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ368605
AU: Adams,-Julian
TI: Writing a Series of Stories.
PY: 1987
JN: Communication:-Journalism-Education-Today; v21 n2 p8 Win 1987
AV: UMI
DE: Expository-Writing; Journalism-Education; News-Reporting; Periodicals-; School-Newspapers; Secondary-Education; Writing-for-Publication; Written-Language
DE: *News-Writing; *Student-Publications; *Writing-Skills
AB: Presents ways to develop a series of stories on a single topic. Suggests that a writer must develop fresh facts or a fresh angle for each issue. (JK)

AN: EJ343659
AU: Arkell,-Bob
TI: Famous People Catch Student's Attention.
PY: 1986
JN: Highway-One; v9 n2 p91-92 Spr 1986
DE: Secondary-Education; Writing-for-Publication
DE: *Teaching-Methods; *Writing-Exercises; *Writing-Instruction
AB: Suggests a way to stimulate students' interest in writing that involves learning trivia about famous people and integrating it into classroom lectures in the form of anecdotes. (SRT)

AN: ED273956
AU: Bennett,-Margie, Ed.
TI: HANDS ON. Newsletter for Cultural Journalism.
CS: Foxfire Fund, Inc., Rabun Gap, GA.
PY: 1986
JN: HANDS-ON; v7 n4 Win 1985 v8 n1 Spr 1986
NT: 44 p.; Small print and photographs may be marginally legible.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Elementary-Education; Language-Arts
DE: *Creative-Teaching; *Learning-Activities; *Local-History; *School-Activities; *Student-Publications; *Teaching-Methods; *Writing-Instruction
AB: A potpourri of activities from teachers working with elementary and middle school-aged children is featured in this journal issue. Regular features include an introductory letter, an article on elementary school activities, project updates, reviews, and announcements. The articles are as follows: (1) "Yesterday is local history to fourth graders" (Louise Bement); (2) "Dogwood, Lodestar, and ABC's" (Florence Melda and Cornelia Bain); (3) "Making a Trictionary" (Mary Scherbatskoy and Jane Shapiro); (4) "Echoes" (Walt Cottingham); (5) "Nuggets" (Louella Caisons); (6) "New Castle Kaleidoscope--Using the Culture to

Develop Books" (Lois L. Kaylor); (7) "Sarasota County Students' Centennial Magazine" (Shirley A. Ritchey); (8) "Islands Background" and "Roots Cellar" (Ann Vick); (9) "The Kids' Guide to North Carolina" and "Foxfire: Creativity from Chaos" (Marcia Clark McKitrick). (JD)

AN: ED282698
AU: Bennett,-Ruth, Ed.; And-Others
TI: Hupa Natural Resources Dictionary.
CS: California State Univ.-Humboldt, Arcata. Center for Community Development.
PY: 1985
NT: 69 p.; Some pages may not reproduce well due to marginal legibility. For related documents, see RC 016 266-275.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: American-Indian-Culture; Bilingual-Instructional-Materials; Childrens-Art; Computer-Graphics; Computer-Uses-in-Education; Creative-Writing; Cultural-Context; Cultural-Education; Elementary-Education; Illustrations-; Language-Maintenance; Picture-Books; Student-Developed-Materials; Word-Processing; Writing-Composition
DE: *American-Indian-Education; *American-Indian-Languages; *Animals-; *Computer-Oriented-Programs; *Native-Language-Instruction; *Student-Publications
AB: Created by children in grades 5-8 who were enrolled in a year-long Hupa language class, this computer-generated, bilingual book contains descriptions and illustrations of local animals, birds, and fish. The introduction explains that students worked on a Macintosh computer able to print the Unifon alphabet used in writing the Hupa language. Students learned to type on the computer, to use the Macintosh mouse to manipulate actions on the computer, and to draw and "paint." A typical page is the work of one student and contains a computer-generated drawing of an animal and computer generated text in Hupa and English. Numerous drawing techniques and types of print are used. A sample of descriptions in English translation includes: deer is sweet to eat, bear--you never know what he will do, coyote stays around the flats, otter likes to eat salmon, and weasel is rattlesnake's husband. Descriptions and illustrations are created for 29 animals ranging from dog and cat to beaver and pileated woodpecker. (JHZ)

AN: EJ386848
AU: Blain,-W.-Edward
TI: Learning by Doing: Writing a Novel in English Class.
PY: 1989
JN: English-Journal; v78 n2 p51-53 Feb 1989
AV: UMI

DE: Novels-; Reader-Text-Relationship; Secondary-Education; Writing-for-Publication; Writing-Instruction; Writing-Processes
DE: *Creative-Writing; *Reading-Writing-Relationship; *Student-Publications
AB: Describes a class novel writing assignment and points out its obvious benefits to the students' understanding of the novel genre. (RAE)

AN: EJ343713
AU: Blake,-David; Rees,-Elizabeth
TI: Focus on Books. A Junior School Project.
PY: 1986
JN: Use-of-English; v38 n1 p19-28 Fall 1986
DE: Childrens-Art; Childrens-Literature; Elementary-Education; Fiction-; Illustrations-; Integrated-Activities; Poetry-
DE: *Creative-Writing; *Writing-Exercises; *Writing-for-Publication
AB: Describes a project carried out with children in grades one through four for which each grade produced a volume of a book containing fiction, poetry, nonfiction, and picture stories with the help of a writer-in-residence. (SRT)

AN: EJ376074
AU: Broz,-William-J.
TI: Ten Reasons to Write for Your Students.
PY: 1988
JN: English-Journal; v77 n5 p73-76 Sep 1988
AV: UMI
DE: Audiences-; Grade-11; Poetry-; Prewriting-; Secondary-Education; Teacher-Role; Writing-Exercises; Writing-for-Publication
DE: *Teacher-Student-Relationship; *Writing-Instruction
AB: Lists 10 ways to involve students in the teacher's writing that can be beneficial to both teachers and their students. (MS)

AN: EJ320980
AU: Busenbark,-Lynn; And-Others
TI: Chinchuba's Reality Child.
PY: 1985
JN: Perspectives-for-Teachers-of-the-Hearing-Impaired; v3 n5 p23-25 May-Jun 1985
DE: Art-Activities; Elementary-Education; Preschool-Education; Writing-Composition
DE: *Creative-Activities; *Hearing-Impairments; *Student-Publications; *Yearbooks-
AB: Steps in the development and publication of a yearbook by a

day school for preschool and elementary age hearing impaired children are described: generating the idea, collecting material, obtaining parental permission, preparing and compiling manuscripts, and determining printer, price, and distribution. Guidelines for a first effort at yearbook publication are offered. (JW)

AN: EJ277895
AU: Carroll,-Joyce-Armstrong
TI: Publishing: The Writer's Touchdown.
PY: 1983
JN: English-Journal; v72 n4 p93-94 Apr 1983
AV: Reprint: UMI
DE: Authors-; Secondary-Education
DE: *Instructional-Improvement; *Student-Publications; *Writing-Instruction
AB: Urges teachers to publish their students' writing. (JL)

AN: ED262429
TI: Children as Authors Handbook.
CS: Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
PY: 1985
NT: 284 p.; Product of the Multimedia Services Branch.
PR: EDRS Price - MF01/PC12 Plus Postage.
DE: Cooperation-; Elementary-Education; Library-Role; Motivation-Techniques; Teaching-Methods; Teamwork-; Writing-Processes
DE: *Integrated-Activities; *Library-Skills; *Program-Development; *Student-Publications; *Writing-for-Publication; *Writing-Skills
AB: Intended for teachers, librarians, and administrators, this handbook explores the possibilities of implementing a "Children as Authors" project by using collaborative and integrative teaching strategies to motivate elementary school children to write. After describing the project and explaining its benefits, the handbook explores ways teachers and librarians can work together on the project. The planning section of the handbook highlights factors to be considered: choice of topic for writing, objective for writing, incorporation of library skills, integration of instruction, use of effective teaching strategies, identification of learner needs, and identification of appropriate strategies and resources. The handbook then provides guidelines and tips on working with reluctant writers and with very young writers (for example, establishing the climate for writing and retaining the authorship of each child) and offers suggestions for incorporating library and bookmaking skills into the project. The handbook concludes with ideas for sharing

students' books and with samples of units that have already been developed on topics such as expressing feelings, riddle/entertaining, nuclear energy/promoting ideas, survival, the life cycle of frogs, and making a fantasy book. (HOD)

AN: EJ349035
AU: Coffey,-Kathy
TI: Recycled Responses: Bringing the Editor into the Classroom.
PY: 1987
JN: English-Journal; v76 n3 p70-71 Mar 1987
AV: UMI
DE: Classroom-Techniques; Evaluation-Methods; Instructional-Innovation; Secondary-Education; Student-Writing-Models
DE: *Teacher-Student-Relationship; *Writing-for-Publication; *Writing-Instruction
AB: Suggests that modeling the writing process be carried one step further by the classroom writing teacher to the publishing component, and recounts some of the benefits to be gained by doing so. (NKA)

AN: EJ357896
AU: DeGroff,-Linda-Jo-Caple; Leu,-Donald-J., Jr.
TI: An Analysis of Writing Activities: A Study of Language Arts Textbooks.
PY: 1987
JN: Written-Communication; v4 n3 p253-68 Jul 1987
DE: Elementary-Education; Peer-Evaluation; Prewriting-; Program-Content; Revision-Written-Composition; Textbook-Research; Writing-for-Publication; Writing-Research
DE: *Textbook-Content; *Textbook-Evaluation; *Writing-Exercises; *Writing-Instruction
AB: Examines three recent elementary school level language arts textbook programs to determine the frequency of writing activities, the nature of writing tasks, and the frequency of process-approach activities such as selecting topics, prewriting, sharing, revising, and publishing. Finds that process activities were seldom recommended. (SKC)

AN: EJ329540
AU: Dodd,-Anne-Wescott
TI: Publishing Opportunities for Student (and Teacher) Writers.
PY: 1986
JN: English-Journal; v75 n3 p85-89 Mar 1986
AV: UMI
DE: Class-Activities; Secondary-Education

DE: *Writing-Exercises; *Writing-for-Publication; *Writing-Skills
AB: Tells how to develop ways for students to share writing with others both inside and outside the classroom. Discusses possibilities for publishing within the school and in the community, as well as how to submit entries to writing contests and national publications. Contains tips about submitting manuscripts. (EL)

AN: EJ331180
AU: Downs,-William-D., Jr.
TI: 121 Tips on Advising High School Publications.
PY: 1985
JN: C.S.P.A.A.-Bulletin; v43 n3 p2-9 Fall 1985
AV: UMI
DE: Faculty-Advisers; Newspapers-; Program-Improvement; Secondary-Education; Student-Motivation; Teacher-Role; Yearbooks-
DE: *Journalism-Education; *Student-Publications
AB: Lists 121 suggestions for advisors of high school publications, including making it clear to students that most readers are lazy and have to be motivated to read, sending letters to parents praising the work of their children, and maintaining a positive attitude. (DF)

AN: EJ359170
AU: Edwards,-April-Susan; And-Others
TI: Be Prepared: A Student Essay.
PY: 1986
JN: Journal-of-Teaching-Writing; v5 n1 p33-37 Spr 1986
DE: Course-Content; High-School-Students; Professional-Education; Secondary-Education; Student-Research; Teaching-Methods; Writing-Composition; Writing-for-Publication; Writing-Processes; Writing-Research
DE: *College-Bound-Students; *Education-Work-Relationship; *Writing-Instruction
AB: Three high school students present findings of their survey of professional writers' training, influences, and writing processes conducted to judge whether secondary school writing programs adequately prepare high schoolers for writing in the future. Comments from writers emphasized prewriting, inspiration, reader feedback, and sequential drafts. Researchers recommend more creative writing experiences in the classroom and greater teacher-student interaction. (JG)

AN: ED300812
AU: Elks,-Ann-Pharr
TI: Improving Writing Abilities of Middle Grade Students.

PY: 1988
NT: 114 p.; Ed.D. Practicum, Nova University. Some pages of appendixes contain small, broken type.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Elementary-Education; Holistic-Evaluation; Middle-Schools; Prewriting-; Process-Education; Remedial-Programs; Rural-Environment; Teaching-Methods; Writing-for-Publication; Writing-Processes; Writing-Research; Writing-Skills; Written-Language
DE: *Writing-Evaluation; *Writing-Improvement; *Writing-Instruction
AB: A study focused on the problems of poor performance in classroom assignments and state-wide writing assessments of middle grade students in the practicum setting. The goals of the practicum plan were: (1) to improve teacher competency in the steps of the writing process; (2) to improve student attitudes about writing; and (3) to improve writing abilities and achievement of students by enhanced teaching practices and encouraging publishing for various audiences. Accomplishment of these goals was pursued through a series of staff development activities for teachers and subsequent implementation of classroom writing using the steps of the writing process and holistic scoring exercises as evaluation. Subjects, 142 students in a rural North Carolina school, completed both pre-implementation and post-implementation surveys; more than the projected 25% improved their attitude toward writing. Results indicated that the process writing approach improved the students' performances in composition. This improvement is expected to be perpetuated in all subjects across the curriculum as well as in annual writing assessments in future years. (Seven tables of data are included; 34 references and 13 appendixes are attached.) (RAE)

AN: EJ359178
AU: Guckes,-Lucille-R.
TI: Creation, Composition, Publication: Putting It All Together.
PY: 1986
JN: Journal-of-Teaching-Writing; v5 n1 p103-12 Spr 1986
DE: Elementary-Education; Language-Arts; Motivation-Techniques; Pragmatics-; Prewriting-; Revision-Written-Composition; Teacher-Role; Writing-Skills
DE: *Sequential-Approach; *Student-Publications; *Teaching-Methods; *Writing-for-Publication; *Writing-Instruction
AB: Illustrates sequential stages of composing and discusses appropriate teaching methods for each stage. Presents the steps: (1) an initial prewriting phase including a stimulating experience, development of awareness, and expressive creation, then (2) a second teacher-guided phase, including a cooling off period of analysis, revising, proofreading and finally producing a "published masterpiece." (JG)

AN: EJ325083
AU: Haggerty,-Donna
TI: SNAP--High School Newspaper Advisory Program.
PY: 1985
JN: Communication:-Journalism-Education-Today-(C:JET); v19 n1 p2-3 Fall 1985
AV: UMI
DE: Journalism-; Layout-Publications; School-Business-Relationship; Secondary-Education; Writing-Instruction
DE: *Journalism-Education; *Newspapers-; *Student-Publications
AB: Explains the Students Newspaper Advisory Program (SNAP) at the Call-Chronicle Newspapers in Pennsylvania that provides area high school school staffs the opportunity to use the Call-Chronicle's technical equipment and professional guidance to produce publications. (DF)

AN: EJ313614
AU: Hale,-Ann
TI: Verbal and Visual--Together.
PY: 1985
JN: Communication:-Journalism-Education-Today-(C:JET); v18 n3 p13-15 Spr 1985
AV: UMI
DE: Faculty-Advisers; Journalism-Education; Secondary-Education; Writing-Instruction
DE: *Editing-; *Guidelines-; *Student-Publications; *Teacher-Student-Relationship
AB: Advises faculty editors to have a written set of guidelines for all materials submitted to a literary magazine to avoid alienating contributors. (CRH)

AN: ED276049
AU: Hall,-Susan-E.-M.
TI: Cinderella, the Army, and an Element of Time.
CS: North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PY: 1986
JN: Insights-into-Open-Education; v19 n3 Nov 1986
NT: 9 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Environment; Family-Environment; Kindergarten-; Primary-Education; Teaching-Methods; Writing-for-Publication
DE: *Time-on-Task; *Writing-Instruction
AB: Two six-year old kindergartners from different classrooms

were able to write books because their instructors recognized their enthusiasm and provided extra time. The first student, frustrated at not being able to finish rewriting "Cinderella" during the limited writing periods of the classroom, was allowed to finish the story over a period of three weeks, writing before school and during the class time used for alphabet and phonics skills. She was given the correct spelling of words when she asked for them, but was also permitted to use invented spellings. The second student wrote both at home and during lunch and recess at school to create a collection of 10 one-page stories in two weeks. The stories used fewer invented spellings and were illustrated. Both children became more involved in their writing because time was set aside for them to work on longer projects, and they received encouragement from family members. That their books were preserved also served as a reward. Their enthusiasm was beneficial to the other students in the class. (HTH)

AN: EJ386926
AU: Harris-Sharples,-Susan-H.; And-Others
TI: A Young Authors Program: One Model for Teacher and Student Empowerment.
PY: 1989
JN: Reading-Teacher; v42 n8 p580-83 Apr 1989
AV: UMI
NT: Special Issue: Empowering Both Teachers and Students.
DE: Elementary-Education; Reading-Writing-Relationship; School-Community-Relationship; Student-Projects; Writing-Instruction
DE: *Community-Programs; *Student-Publications
AB: Discusses the Young Authors Program, a program sponsored by the Greater Boston Reading Council, which encourages teachers to help students create original illustrated bound books. (MM)

AN: ED279024
AU: Henkin,-Roxanne-Lee
TI: Twelve Frequently Asked Questions about Writing Programs.
PY: 1984
JN: Illinois-Reading-Council-Journal; v12 n2 p34-40 Fall 1984
NT: 9 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Education; Instructional-Leadership; Language-Arts; Parent-Attitudes; Parent-Teacher-Cooperation; Prewriting-; Revision-Written-Composition; Student-Publications; Teacher-Attitudes; Teacher-Student-Relationship; Teaching-Methods; Vocational-Evaluation; Writing-Composition; Writing-Evaluation; Writing-Skills
DE: *Classroom-Techniques; *Program-Development; *Writing-Instruction

AB: Intended for classroom teachers who are interested in but apprehensive about starting a writing program, this journal article addresses some of the most common questions asked at workshops. The specific questions answered in the article are as follows: (1) How do I start? (2) What materials are needed? (3) How do I find time for student writing? (4) Can children write without assigned writing topics? (5) What do I do when a child cannot spell a word? (6) What is sharing time? (7) Does everything have to be rewritten? (8) How can I find time to teach the skills in language arts? (9) How do I publish writing? (10) How do the parents react? (11) How do I grade the papers? and (12) Now that I know how to start, am I brave enough to begin? (NKA)

AN: EJ325084
AU: Hicks,-Irene
TI: Herald's Program Helps Young Journalists.
PY: 1985
JN: Communication:-Journalism-Education-Today-(C:JET); v19 n1 p4-5 Fall 1985
AV: UMI
DE: Journalism-; Layout-Publications; School-Business-Relationship; Secondary-Education; Writing-Instruction
DE: *Journalism-Education; *Newspapers-; *Student-Publications
AB: Discusses the benefits of having high school students produce an issue of their school paper at the office of the "Pierce County (Washington) Herald," using its equipment and following the advice of professionals. (DF)

AN: EJ349006
TI: High School Journalism Confronts Critical Deadline, A Report by the Journalism Education Association Commission on the Role of Journalism in Secondary Education.
PY: 1987
JN: Communication:-Journalism-Education-Today-(C:JET); v20 n3 p1-25 Spr 1987
AV: UMI
NT: A digest of the full report prepared by the Journalism Education Association Commission on the Role of Journalism in Secondary Education. The digest and full report are available from JEA, P.O. Box 99, Blue Springs, MO 64015.
DE: Language-Arts; Newspapers-; Professional-Associations; Program-Content; Writing-Instruction; Yearbooks-
DE: *Educational-Research; *Faculty-Advisers; *Journalism-Education; *Secondary-Education; *Student-Publications
AB: Examines the value of journalism education at the secondary

level. Concludes that journalism effectively develops language arts competency. Also identifies the characteristics of outstanding journalism programs and provides model guidelines and a job description for publications advisers. (FL)

AN: ED292081
TI: High School Journalism Confronts Critical Deadline. A Report by the Journalism Education Association Committee on the Role of Journalism in Secondaty Education.
CS: Journalism Education Association.
PY: 1987
AV: Journalism Education Association, P. O. Box 99, Blue Springs, MO 64015 ($8.50, $5.00 for JEA members; a digest is $3.50, $2.50 for JEA members).
NT: 138 p.; For related document, see CS 211 021.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: High-Schools; School-Newspapers; Secondary-Education; Writing-Composition; Writing-Skills; Yearbooks-
DE: *Journalism-; *Journalism-Education; *Student-Publications
AB: In response to a resolution adopted by the Journalism Education Association (JEA) which requested a study of both the strengths and problems of scholastic journalism, this report analyzes various aspects of and specific programs in high school journalism, affirming the importance of journalism in secondary education. Summaries of adviser hearings conducted by the Commission on the Role of Journalism in Secondary Education are furnished in the report, and several examples of successful high school newspaper and yearbook programs are examined. The report also discusses responses to an American Society of Newspaper Editors (ASNE) questionnaire, which revealed that high school journalism influences professionals. The report then presents results of a study which compared college grades, American College Testing (ACT) scores, and high school grades between students with and students without high school newspaper or yearbook experience--students with journalism experience achieve higher scores and grades than their counterparts. The relationship of journalism school and teacher education is reviewed in the report, and proposed standards for state-approved teacher education are presented. The report closes with sections on survey conclusions and recommendations for the strengthening of high school journalism education as well as a discussion of model guidelines for publication advisers. A list of additional resources and related readings is also provided. (MM)

AN: ED292082
TI: High School Journalism Confronts Critical Deadline. A Report by the Journalism Education Association Commission on the Role of Journalism in Secondary Education.

CS: Journalism Education Association.
PY: 1987
NT: 28 p.; For a related document, see CS 211 001.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: School-Newspapers; Secondary-Education; Student-Attitudes; Writing-Skills; Yearbooks-
DE: *Journalism-; *Journalism-Education; *Student-Publications; *Writing-Composition
AB: In cooperation with the American College Testing (ACT) Program, the Journalism in Education Association conducted a 2-year study to explore the status of high school journalism and, in particular, to determine factual data concerning the values of journalism in secondary education by comparing students with high school journalism/publication experience with those having no such experience. The study was divided into three parts. The first part, which compared college grades, ACT scores, and high school grades between students with and without high school newspaper or yearbook experience, examined 19,249 students enrolled in 10 colleges and universities who had completed at least one year of college. Results indicated that the 4,798 students who had served on their high school newspaper or yearbook scored higher than their counterparts without publications experience. The second part examined 1,204 students who had taken the ACT Assessment tests and the ACT COMP Prospectus Writing test segment, in order to compare the collegiate writing samples of students with and without high school newspaper/yearbook experience. Results revealed that students with publications experience scored significantly higher than those without such experience. Finally, the third part surveyed 558 students with high school publications experience to detect influences of a journalism credit course per se in relationship to all other language arts courses that students took for credit, with results indicating the importance of journalism education as a route to good writing. (MM)

AN: EJ342414
AU: Holbrook,-Hilary-Taylor
TI: ERIC/RCS Report: Journalism in the English Classroom.
PY: 1986
JN: English-Journal; v75 n7 p70-72 Nov 1986
AV: UMI
DE: Education-; Secondary-Education
DE: *English-Instruction; *Journalism-; *Student-Publications; *Teaching-Methods; *Writing-Composition
AB: Presents a rationale for the use of journalism in teaching English. Drawing from sources in the ERIC database, surveys journalistic aspects and sources that are closely related to and useful for the teaching of writing, critical reading, and production of a student literary magazine. (JK)

AN: EJ346935
AU: Hunt,-Russell-A.
TI: "Could You Put in Lots of Holes?" Modes of Response to Writing.
PY: 1987
JN: Language-Arts; v64 n2 p229-33 Feb 1987
AV: UMI
NT: Thematic Issue: Empowerment.
DE: Audience-Analysis; Elementary-Education; Interpersonal-Communication; Writing-Exercises; Writing-for-Publication
DE: *Peer-Evaluation; *Reader-Response; *Writing-Evaluation; *Writing-Instruction
AB: Argues that the best way to encourage writers is to allow that their writing has a real purpose and a real audience. Discusses how unself-conscious response to the purpose of writing is more useful than responses that attend only to technique and form. (SRT)

AN: EJ343650
AU: Jones,-Garry
TI: Children Create Class Stories.
PY: 1986
JN: Highway-One; v9 n2 p31-32 Spr 1986
DE: Childrens-Literature; Elementary-Education; Reading-Writing-Relationship; Teaching-Methods; Writing-for-Publication
DE: *Creative-Writing; *Writing-Instruction
AB: Discusses how a teacher found that collaborative creative writing with the students motivated them to create, discuss, edit, and revise their own writing. (SRT)

AN: EJ360639
AU: Kostelny,-Susan-J.
TI: Development of Beginning Writing Skills through a Total School Program.
PY: 1987
JN: Reading-Teacher; v41 n2 p156-59 Nov 1987
AV: UMI
DE: Curriculum-Development; Instructional-Leadership; Parent-Participation; Primary-Education; Principals-; Program-Evaluation; Reading-Writing-Relationship; Staff-Development; Writing-for-Publication; Writing-Skills
DE: *Inservice-Education; *Writing-Instruction; *Writing-Processes
AB: Describes a plan for improving students' writing skills which

was developed in a school for kindergarten through third grade students, and which incorporated parent participation and "publication" of student writing. (JC)

AN: EJ383704
AU: Kovas,-Marcia-A.
TI: Use Networking to Improve Coverage.
PY: 1988
JN: Communication:-Journalism-Education-Today-(C:JET); v22 n2 p6-8 Win 1988
NT: Themed Issue: Sensitive Issues.
DE: News-Reporting; School-Newspapers; Secondary-Education; Student-Motivation; Student-Publications
DE: *Journalism-Education
AB: Describes the following seven networking strategies which motivate student reporters by helping them spot leads to potential stories: following local media; using magazine approaches; borrowing ideas from exchange papers; brainstorming; investigating issues; tackling tough issues; and providing the staff with inside information. (MM)

AN: ED291095
AU: Lee,-Sharon
TI: Reflections from a Language Arts Methods Class: The Experience of Process Writing and Writing Apprehension.
PY: 1987
NT: 20 p.; Paper presented at the National Council of Teachers of English Spring Conference (6th, Louisville, KY, March 26-28, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Research; Elementary-Education; Elementary-School-Teachers; Higher-Education; Holistic-Evaluation; Language-Arts; Prewriting-; Student-Attitudes; Teacher-Student-Relationship; Teaching-Methods; Theory-Practice-Relationship; Writing-for-Publication; Writing-Research
DE: *Preservice-Teacher-Education; *Writing-Apprehension; *Writing-Instruction; *Writing-Processes
AB: Realizing that many preservice elementary teachers experience writing apprehension which may affect their role as writing instructors, this semester-long study was undertaken in order (1) to provide preservice teachers with an appropriate role model of a teacher who gives positive feedback and improves students' concepts of themselves as writers; and (2) train preservice teachers with the skills necessary to be this kind of writing teacher. Seventeen language arts students seeking certification as elementary school teachers were given the Daly-Miller Writing Apprehension Scale at the beginning of the semester. Throughout

the semester the students became actively involved in process writing. The instruction was patterned after the training model outlined in "The Writing Project," by H. Daniels and S. Zemelman, which encourages participants to think of writing as a holistic process and involves participants in an intensive series of thinking and rethinking, prewriting and rewriting exercises. At the end of the semester, five students who showed high apprehension on the Daly-Miller Writing Apprehension Scale at the beginning of the semseter responded positively, in written responses, to the training. Findings showed that the teacher education students learned to enjoy writing and felt that they could now be effective teachers of writing in elementary school. (NH)

AN: EJ325085
AU: Lesher,-Dean-S.
TI: Lesher Publications High School Classroom.
PY: 1985
JN: Communication:-Journalism-Education-Today-(C:JET); v19 n1 p6 Fall 1985
AV: UMI
DE: Graphic-Arts; Journalism-; Layout-Publications; School-Business-Relationship; Secondary-Education; Writing-Instruction
DE: *Journalism-Education; *Newspapers-; *Student-Publications
AB: Describes a one-semester high school journalism course taught in the building of the "Contra Costa Times" in Walnut Creek, California. (DF)

AN: EJ313611
AU: LoCascio,-Joe
TI: Beyond Poetry and Fiction.
PY: 1985
JN: Communication:-Journalism-Education-Today-(C:JET); v18 n3 p6-9 Spr 1985
DE: Secondary-Education; Student-Publications; Writing-Skills
DE: *Assignments-; *Journalism-Education; *Literary-Styles; *School-Newspapers; *Writing-for-Publication
AB: Describes the standard student contribution to the literary magazine and offers substitute writing assignments. (CRH)

AN: EJ320976
AU: Manson,-Martha-L.
TI: Publishing Students' Stories.
PY: 1985
JN: Perspectives-for-Teachers-of-the-Hearing-Impaired; v3 n5 p5-8

May-Jun 1985
DE: Elementary-Education; Instructional-Materials; Student-Projects; Teaching-Methods; Writing-Skills
DE: *Hearing-Impairments; *Student-Publications; *Writing-Composition; *Writing-Instruction
AB: Practical ideas for helping students compose, revise, edit, and publish their own stories are presented by a teacher of the hearing impaired. Other copies include organization of classroom space for writing projects, directions for binding storybooks, and ways of sharing stories with classmates. (JW)

AN: EJ276128
AU: McKeen,-William
TI: Taking Them by the Collar on to Better Feature Leads.
PY: 1982
JN: C.S.P.A.A.-Bulletin; v40 n3 p12-13 Win 1982-83
AV: Reprint: UMI
DE: Secondary-Education; Student-Publications
DE: *Journalism-Education; *School-Newspapers; *Writing-Skills
AB: Offers suggestions for putting personal excitement into feature stories. Includes examples of "classic" feature story leads. (HTH)

AN: EJ373241
AU: Olmstead,-Kathryn-J.
TI: Expanding Cultural Awareness: Wigginton on Cultural Journalism.
PY: 1988
JN: English-Journal; v77 n3 p32-35 Mar 1988
AV: UMI
DE: Cultural-Activities; International-Relations; Language-Arts; Secondary-Education; Student-Interests; Student-Motivation; Writing-for-Publication
DE: *Cultural-Awareness; *Local-Color-Writing; *Student-Publications
AB: Discusses Eliot Wigginton, high school English teacher and founder of Foxfire magazine. Presents excerpts from an interview with Wigginton, in which he discusses his educational philosophy including cultural journalism. (ARH)

AN: EJ287964
AU: Perez,-Samuel-A.
TI: Teaching Writing from the Inside: Teachers as Writers.
PY: 1983
JN: Language-Arts; v60 n7 p847-50 Oct 1983
AV: UMI

DE: Elementary-Education; Teacher-Attitudes;
Writing-for-Publication
DE: *Teacher-Effectiveness; *Teacher-Improvement; *Teacher-Role;
*Writing-Composition; *Writing-Instruction
AB: Examines reasons why schools need teachers who can and do write. Suggests ways that teachers can learn to write and share the experience with students. (HTH)

AN: EJ297909
AU: Peterson,-Paul
TI: Plagiarism: It Can Happen to You!
PY: 1984
JN: Quill-and-Scroll; v58 n4 p15 Apr-May 1984
AV: UMI
DE: Credibility-; Faculty-Advisers; Higher-Education;
Journalism-Education; Secondary-Education
DE: *Plagiarism-; *Student-Publications; *Teacher-Role;
*Writing-Composition
AB: Suggests that preventative measures, such as proper instruction in basic journalism classes, are not always enough to prevent plagiarism. Urges publications that have discovered they have printed a plagiarized piece to admit their error frankly to their readers. (MM)

AN: EJ374372
AU: Piirto,-John-and-Carol
TI: Spotlight on Big Books for Little Readers.
PY: 1988
JN: Instructor; v97 n9 p30-32 May 1988
DE: Elementary-Education; Reader-Response; Student-Motivation;
Student-Publications; Student-Writing-Models
DE: *Creative-Writing; *Student-Projects; *Writing-Skills
AB: As a project to upgrade their writing, sixth graders wrote and produced books for first-grade students, after reading and analyzing primary-level books. The program and steps to implement it are described. (JL)

AN: EJ391837
AU: Pitts,-Beverly
TI: Improving Writing for Student Publications.
PY: 1988
JN: Journal-of-Teaching-Writing; v7 n2 p205-14 Fall-Win 1988
DE: Interdisciplinary-Approach; Secondary-Education;
Teaching-Methods
DE: *Journalism-Education; *Newspapers-; *Student-Publications;
*Writing-Instruction

AB: Suggests ways to improve publications writing by alleviating time constraints on advisors and taking advantage of the skills of the publications staff, faculty, and other students. Suggests: (1) building on already gained writing experience; (2) selecting models and posting them for students; and (3) using a formula sheet for gathering information. (MM)

AN: EJ370676
AU: Pon,-Kathy
TI: Process Writing in the One-Computer Classroom.
PY: 1988
JN: Computing-Teacher; v15 n6 p33-37 Mar 1988
DE: Brainstorming-; Editing-; Elementary-Education; Guidelines-; Microcomputers-; Writing-for-Publication
DE: *Creative-Writing; *Electronic-Publishing; *Revision-Written-Composition; *Word-Processing; *Writing-Exercises; *Writing-Instruction
AB: Suggests techniques for the efficient use of one word processor among many students by dividing the writing process into stages of prewriting, writing, editing, and publishing. Examples of exercises and evaluations, a guide to producing a book, and a list of publications that accept children's writing are provided. (CLB)

AN: EJ345156
AU: Queenan,-Margaret
TI: Finding the Grain in the Marble.
PY: 1986
JN: Language-Arts; v63 n7 p666-73 Nov 1986
AV: UMI
NT: Thematic Issue: Learning through Teaching.
DE: Discovery-Processes; Elementary-Education; Writing-for-Publication
DE: *Critical-Thinking; *Interviews-; *Learning-Processes; *Research-Papers-Students; *Resource-Materials; *Writing-Instruction
AB: Provides ideas for helping students find sources and discover a topic for a research paper and discusses students' research processes, focusing on the need to allow students time to make meanings out of the facts they gather. (SRT)

AN: EJ316641
AU: Queenan,-Margaret
TI: To Understand a Magazine, Produce a Magazine.
PY: 1985
JN: Exercise-Exchange; v30 n2 p18-21 Spr 1985

AV: UMI
DE: Secondary-Education; Writing-Instruction
DE: *Class-Activities; *Periodicals-; *Student-Publications; *Writing-Exercises; *Writing-for-Publication
AB: Presents steps for a writing class project in producing thematic magazines that parallel the writing and literature themes of the course. Includes a 25-day schedule. (HTH)

AN: ED249532
AU: Reed,-Arthea, Ed.
TI: The ALAN Review. Fall 1984.
CS: Assembly on Literature for Adolescents, Athens, GA.
PY: 1984
JN: The-ALAN-Review; v12 n1 Fall 1984
NT: 33 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Educational-Research; Politics-; Reader-Response; Secondary-Education; Teacher-Attitudes; Teacher-Role; Writing-for-Publication
DE: *Adolescent-Literature; *Authors-; *English-Instruction; *Literature-Appreciation; *Novels-; *Writing-Instruction
AB: Intended for junior high and high school English teachers, the articles and features in this journal focus on adolescent literature and the young adult audience. Articles in the journal discuss (1) politics as an emerging topic in young adult novels, (2) teacher attitudes and practices relevant to the use of the young adult novel in secondary school English classrooms, (3) promoting student literary response through literature for young adults, (4) author Kevin Major's experiments in young adult fiction, and (5) the role of literature in students' futures. In addition, the journal contains an essay on teaching students to write by Lee Hindel, the 18-year-old winner of the Avon/Flare young adult novel competition, and an excerpt from his winning novel. (HTH)

AN: EJ346873
AU: Reinehr,-Frances
TI: Storyteaching.
PY: 1987
JN: Teachers-and-Writers-Magazine; v18 n3 p1-7 Jan-Feb 1987
AV: UMI
DE: American-Indian-Literature; Bibliotherapy-; Classroom-Techniques; Discipline-Problems; Elementary-Education; Fables-; Imagination-; Legends-; Reading-Aloud-to-Others; Reading-Instruction; Reading-Writing-Relationship; Story-Telling; Writing-Exercises; Writing-for-Publication
DE: *Creative-Writing; *Fantasy-; *Mythology-; *Story-Reading; *Values-Education

AB: Discusses ways to use mythic literature to teach children about themselves and to help them write their own stories and legends. (SRT)

AN: EJ311424
AU: Rigg,-Pat
TI: "Desert Wind": A Fresh Breeze in Indian Education.
PY: 1985
JN: Journal-of-Reading; v28 n5 p393-97 Feb 1985
AV: UMI
DE: Inservice-Teacher-Education; Interviews-; School-Community-Relationship; Secondary-Education
DE: *American-Indian-Culture; *American-Indian-Education; *Holistic-Approach; *Literacy-Education; *Student-Publications; *Writing-Composition
AB: Describes a week's inservice training for staff and parents at a reservation high school modeled after the Foxfire idea. (HOD)

AN: EJ371926
AU: Root,-Robert-L., Jr.
TI: Writing in the Dark: Composing Criticism.
PY: 1987
JN: Journal-of-Teaching-Writing; v6 n2 p203-10 Fall-Win 1987
DE: Drama-; Films-; Higher-Education; Popular-Culture; Revision-Written-Composition; Secondary-Education; Writing-Composition; Writing-Instruction
DE: *Writing-for-Publication; *Writing-Processes
AB: Examines elements in the early stages of the process of writing criticism. Suggests that the key to criticism is connections made in context, and that criticism of film or theater is first a reading act, and then a writing act. (MS)

AN: ED278013
AU: Rosen,-Lois-M.; Wright,-Marian-E.
TI: Supporting the Process of Change: It Takes More Than a Workshop or Two.
PY: [1986]
NT: 25 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Research; Classroom-Techniques; College-School-Cooperation; Creative-Writing; Diaries-; Elementary-Education; Middle-Schools; Revision-Written-Composition; Skill-Development; Student-Publications; Student-Writing-Models; Teacher-Student-Relationship; Theory-Practice-Relationship;

Writing-Evaluation; Writing-Improvement
DE: *Classroom-Environment; *Curriculum-Development; *Writing-Instruction; *Writing-Processes
AB: The Flind Middle Schools Writing Inservice Project grew out of the conviction that improving students' writing was a matter not of increased emphasis on sentence structure, grammar, or form, but rather of a change in the thinking about how writing should be taught. The project grew from a brief conference to a two-year commitment on the part of leaders (a University of Michigan faculty member and a Flint Community Schools staff consultant), teachers, and students. In after school workshops teachers were asked to adopt a writing process model that moved students through a full gamut of steps and stages in composing. Project leaders visited all the classrooms involved, not to evaluate, but to interact with students and teachers when the students were involved in writing and to offer individual help. Each workshop focused on a different phase of the writing process (creating the accepting environment, drafting, revision, etc.), and teachers discussed their successes and problems, worked on their own writing, and collected notes. In the second year modeling techniques were used extensively in the classroom, and there was more peer feedback about revision and editing, as well as publication of student writing. The project was a success, probably because of the university/school district collaboration and the workshop/classroom visit structure. (NKA)

AN: EJ349034
AU: Rosen,-Lois-Matz
TI: Developing Correctness in Student Writing: Alternatives to the Error Hunt.
PY: 1987
JN: English-Journal; v76 n3 p62-69 Mar 1987
AV: UMI
DE: Editing-; Revision-Written-Composition; Secondary-Education; Student-Publications; Student-Writing-Models; Teacher-Attitudes; Writing-Skills
DE: *English-Instruction; *Error-Analysis-Language; *Writing-Composition; *Writing-Improvement; *Writing-Instruction; *Writing-Processes
AB: Discusses strategies for improvement of the mechanical and grammatical structures of written English while still focusing on content in composition. (NKA)

AN: EJ296679
AU: Schrader,-Vincent-E.
TI: Teaching Journalism on the Micro.
PY: 1984
JN: English-Journal; v73 n4 p93-94 Apr 1984

AV: UMI
DE: Production-Techniques; Revision-Written-Composition; Secondary-Education; Student-Publications
DE: *Computer-Assisted-Instruction; *Journalism-Education; *Microcomputers-; *School-Newspapers; *Word-Processing; *Writing-Instruction
AB: Outlines the advantages of using microcomputers in producing high school newspapers--word processors permit the generation of columnar newspaper copy and encourage student revision--and suggests three necessary characteristics in computer hardware--a large memory, good software, and reliable technical assistance for handling problems. (MM)

AN: ED293159
AU: Schwartz,-Susan
TI: All Write! A Teacher's Guide to Writing, Grades K to 6. Curriculum Series 55.
CS: Ontario Inst. for Studies in Education, Toronto.
PY: 1987
AV: OISE Press, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($16.00).
NT: 113 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Computer-Assisted-Instruction; Curriculum-Development; Editing-; Elementary-Education; Foreign-Countries; Story-Telling; Student-Publications; Student-Writing-Models; Teacher-Student-Relationship; Teaching-Methods; Writing-Evaluation; Writing-Skills
DE: *Writing-Improvement; *Writing-Instruction; *Writing-Processes
AB: Directed towards elementary teachers interested in improving their writing programs, this guide focuses on motivating teachers to involve themselves and their students in the writing process. Each of the 12 chapters contains practical step-by-step procedures on implementing the writing process, and sample activities are illustrated. The first chapter discusses preparations needed for the classroom writing process, such as student writing folders, materials for writing, and scheduling a daily writing time. The second chapter deals with activities which introduce the writing process to students, including the question-and-answer technique, first draft writing and "inventive" spelling, and story telling. Other chapters include: (1) "Conferencing and Revising"; (2) "Choosing Topics for Storywriting"; (3) "Developing a Sense of Authorship"; (4) "Publishing Student Writing"; (5) "The Computer and the Writing Process"; (6) "How Can Parents Help?" (7) "Evaluation of Student Writing"; and (8) "Student Worksheets." (Student writing models are included, and 14 references are appended.) (MM)

AN: EJ313504
TI: Second Graders Answer the Question "Why Publish?"
PY: 1985
JN: Reading-Teacher; v38 n7 p658-62 Mar 1985
AV: UMI
DE: Grade-2; Primary-Education; Teaching-Methods
DE: *Writing-for-Publication; *Writing-Instruction; *Writing-Readiness
AB: Concludes that in classes where their writings are turned into books, even seven year olds gain a sense of audience and begin to write with their readers in mind. (FL)

AN: EJ383930
AU: Smith,-Gregory-A.
TI: The Media Academy: Engaging Students in Meaningful Work.
PY: 1989
JN: Educational-Leadership; v46 n5 p38-39 Feb 1989
AV: UMI
DE: Journalism-Education; Secondary-Education; Student-Developed-Materials; Student-Projects; Writing-for-Publication
DE: *Extracurricular-Activities; *High-Risk-Students; *School-Newspapers; *Student-Motivation; *Student-Publications
AB: One California high school is motivating at-risk students by giving them the opportunity to produce school publications. (Author/TE)

AN: EJ327780
AU: Smith,-Jayne-R.
TI: How to Put Out a Literary Magazine: A Survivor's Guide for Beginners.
PY: 1986
JN: English-Journal; v75 n1 p27-31 Jan 1986
AV: UMI
DE: Communication-Skills; English-Instruction; Extracurricular-Activities; Faculty-Advisers; Journalism-; School-Publications; Secondary-Education; Writing-Composition; Writing-Skills
DE: *Creative-Writing; *Production-Techniques; *Student-Publications; *Teacher-Role
AB: Tells how to produce a literary magazine, including picking a staff, selling the magazine, getting entries, typing and proofing, laying out and illustrating, cutting and pasting, and distributing the magazine. (EL)

AN: ED273962
AU: Sunflower,-Cherlyn-H.; Crawford,-Leslie-W.
TI: What Instructional Support Do Elementary Students Receive for Writing?
PY: [1986]
NT: 32 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Elementary-Education; Prewriting-; Revision-Written-Composition; Teacher-Student-Relationship; Writing-Evaluation; Writing-Exercises; Writing-for-Publication
DE: *Teaching-Methods; *Writing-Instruction; *Writing-Processes; *Writing-Research
AB: A study investigated how and when writing is used at the elementary school level to determine (1) what kind of instructional support elementary students receive, (2) what prewriting support is provided, (3) what support for revising is offered, and (4) what happens to the students' writings. Using preservice teachers as observers, data were collected in 75 elementary classrooms (grades 1 through 6) over a 3-week period. Analysis of observations indicated that the most frequent kind of instructional support used prewriting, composing, revising for conventions or ideas, and "fate" (collecting, grading, and various types of publishing). While prewriting activities (such as direction giving or brainstorming) occurred previous to 79% of the writing, many of these activities were inappropriate as support activities. No revising occurred during 66% of writing instruction, but revising support did occur 34% of the time. "Fate" occurred after 86% of the writing, although true publishing involving a real audience occurred less than 30% of the time. Elementary students received very little high quality instructional support for developing into self-directing writers, in part because elementary teachers adhere to the traditional pedagogy of collecting and grading written work even though current research shows that this inhibits writing. (Tables of data are included.) (SRT)

AN: EJ271013
AU: Tally,-Susan-D.; Naylor,-Kathleen
TI: Living in the Mailbox, and other Strategies for Student Writers.
PY: 1982
JN: English-Journal; v71 n8 p36-40 Dec 1982
AV: Reprint: UMI
DE: Guidance-; Publishing-Industry; Secondary-Education; Student-Publications
DE: *Authors-; *Publications-; *Writing-Instruction
AB: Presents a guide for the young writer seeking publication. (JL)

AN: ED287787

TI: The Constitution's Children: A Collection of Essays by Schoolchildren to Commemorate the Bicentennial of the U.S. Constitution, 1787-1987.
CS: Department of Education, Washington, DC.
PY: 1987
NT: 204 p.; Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
PR: EDRS Price - MF01/PC09 Plus Postage.
DE: Civil-Liberties; Civil-Rights; Elementary-Education; Student-Projects; Student-Publications; Writing-Composition; Writing-Skills
DE: *Social-Studies
AB: The purpose of this nationwide writing project is to encourage the teaching of rights and responsibilities under the United States Constitution to elementary school students. The project also provides an opportunity to improve writing skills. The book includes 150 essays chosen from 1,350 finalists. Every school in the nation was invited to join in the competition. Essays were judged for understanding of topic, clarity of expression, unity of ideas, originality, and proper style and mechanics. In their essays, the children envisioned the Constitution in diverse ways. For some, it was like an oak tree; for others, it was a golden thread, an open door, or a firm foundation. Children who belonged to groups that have sometimes been mistreated and disenfranchised saluted the Constitution for protecting them from the misfortunes that befell their ancestors. A listing of the finalists by state is included. (SM)

AN: EJ313618
AU: Turner,-Ralph-J.
TI: Don't Write Heads that Bite the Dust!
PY: 1985
JN: Quill-and-Scroll; v59 n3 p4-6 Feb-Mar 1985
AV: UMI
DE: Reading-Habits; Secondary-Education; Teaching-Methods; Writing-Instruction
DE: *Headlines-; *Journalism-Education; *School-Newspapers; *Writing-for-Publication
AB: Summarizes guidelines for writing effective and prize-winning headlines. (CRH)

AN: EJ325086
AU: Valentine,-Fern
TI: Publications Board Supervises Editorial Policy.
PY: 1985
JN: Communication:-Journalism-Education-Today-(C:JET); v19 n1 p7-8 Fall 1985
AV: UMI

DE: Editing-; Journalism-; Layout-Publications; News-Writing; School-Business-Relationship; Secondary-Education; Student-Publications; Writing-Instruction
DE: *Journalism-Education; *Newspapers-
AB: Explains an editorial policy for a high school newspaper that requires using the editor of the local professional newspaper as publications chair. (DF)

AN: ED239308
AU: Walshe,-R.-D.
TI: Every Child Can Write! Learning and Teaching Written Expression in the 1980s.
CS: Primary English Teaching Association, Rozelle (Australia).
PY: 1982
AV: Primary English Teaching Association Ltd, P.O. Box 167, Rozelle, New South Wales, Australia ($7.75).
NT: 255 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Elementary-Education; Prewriting-; Reader-Response; Revision-Written-Composition; Skill-Development; Teacher-Role; Writing-Exercises; Writing-for-Publication; Writing-Skills
DE: *Content-Area-Writing; *Educational-Theories; *Language-Usage; *Writing-Instruction; *Writing-Processes
AB: Noting the improvement that has occurred in the teaching of writing since the introduction of the process approach to instruction, this book offers suggestions for still more improvement and for solving the problems that arise in the teaching of writing. The first section of the book stresses the importance of letting children write and of building a curriculum on writing, while the second section discusses the various stages of the writing process and how they can be incorporated into a balanced writing program. The third section reviews writing topics, detailing the problems of imposed topics and the secrets of successful ones. In addition, this section offers suggestions for assisting children in developing their topics in a number of subject areas. The fourth section discusses the conference approach to writing, stressing both its difficulties and its strengths. The fifth section poses 10 questions teachers should ask about writing, including: (1) What is the importance of writing? (2) What differences are there between speech and writing? (3) What are the stages in writing development? and (4) How can poetry writing be taught? The sixth section contains six special studies dealing with children's writing, and the last section offers tips for writing teachers in the areas of language usage, grammar, and style. (FL)

AN: EJ323411
AU: Willinsky,-John

TI: To Publish and Publish and Publish.
PY: 1985
JN: Language-Arts; v62 n6 p619-23 Oct 1985
AV: UMI
DE: Class-Activities; Elementary-Education; Writing-Instruction
DE: *Language-Arts; *Teaching-Methods; *Writing-for-Publication
AB: Offers half a dozen methods for "publishing" or sharing students' written work. These include reader's theatre for students' poetry, medieval manuscript illumination, and computer graphics. (HTH)

AN: EJ325087
AU: Wilson,-Jack
TI: Students Typeset Copy at Newspaper Plant.
PY: 1985
JN: Communication:-Journalism-Education-Today-(C:JET); v19 n1 p9 Fall 1985
AV: UMI
DE: Computer-Literacy; Editing-; Learning-Processes; News-Writing; Program-Content; School-Business-Relationship; Secondary-Education; Student-Publications; Writing-Instruction
DE: *Journalism-Education; *Newspapers-; *Printing-
AB: Outlines a program that allows high school students to produce their school newspaper in the offices of the "Bellevue Journal American." (DF)

AN: EJ339933
AU: Wilson,-Lorraine
TI: Process Writing: What Do We Mean?
PY: 1986
JN: Australian-Journal-of-Reading; v9 n2 p91-94 Jun 1986
DE: Child-Language; Elementary-Education; Letters-Correspondence; Writing-Exercises
DE: *Language-Acquisition; *Writing-for-Publication; *Writing-Instruction; *Writing-Processes
AB: Claims that the term "process writing" is used indiscriminately to describe both the naturalistic approach to learning how to write and the process of selecting a topic, drafting, conferencing, and publishing. Suggests that writing to publish should not be the only writing children do. (SRT)

AN: ED280037
AU: Wilson,-Lorraine
TI: Classroom Publishing. PEN 60.
CS: Primary English Teaching Association, Rozelle (Australia).
PY: 1986

JN: Primary-English-Notes-(PEN); n60 1986
NT: 5 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Environment; Elementary-Education; Illustrations-; Student-Developed-Materials; Student-Motivation; Teacher-Role; Writing-Exercises; Writing-Skills
DE: *Layout-Publications; *Student-Projects; *Writing-for-Publication; *Writing-Instruction; *Writing-Processes
AB: Designed for elementary school teachers, this publication treats various aspects of publishing young student-authors' writing. Activities are as follows: (1) proofreading (children should proofread first by themselves); (2) pagination (let children decide how to break up the text); (3) placement of text (on alternate pages, for example, or perhaps a more experimental layout for older children); (4) hand lettering (encouraging youngsters to hand letter the texts gives them a real reason for developing attractive handwriting); (5) illustrations (artwork can be drawings, collage, or photographs), (6) dedication and information about the author (professionally published books can serve as models); (7) cover (should invite attention--try to coordinate text theme and design colors with the cover); (8) publishing equipment (several classrooms could share equipment and drawing implements to cut costs); (9) postpublishing (a book launching can be held with parents and friends invited to the classroom); (10) publication schedule (the first book could be published quickly and after that the process might become more selective); and (11) publication of big books (a cooperative class effort where the texts begin as wall stories with the teacher acting as scribe). The document points out that children should be involved at all stages of publication. (NKA)

AN: ED272890
AU: Wyatt,-Helen; And-Others
TI: Writing for the Media. PEN 57.
CS: Primary English Teaching Association, Rozelle (Australia).
PY: 1986
NT: 7 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Childrens-Art; Childrens-Literature; Educational-Media; Elementary-Education; Expository-Writing; Foreign-Countries; Newspapers-; Programing-Broadcast; Reader-Response; Speech-Communication; Student-Publications; Writing-for-Publication; Writing-Instruction; Writing-Processes
DE: *Creative-Writing; *Learning-Activities; *Mass-Media; *Narration-; *Radio-; *Story-Telling
AB: To help children better understand and exert control over the use of narrative language, teachers need not only to devote time to children's literature, but also need to emphasize other narrative forms including the mass media and children's own

stories (in their talk, writing, drawing, and play). Giving children experience in mass media techniques can play a key role in language education. They can write and publish a newspaper or magazine, or prepare a "radio" program using a cassette recorder. In carrying out projects such as these, certain key concepts must be understood: (1) how to select material; (2) how to construct a media product; (3) the purposes of a media product; (4) how to represent ideas, people, and events; (5) how stereotypes allow communication to draw upon commonly held attitudes and beliefs; (6) the inherently biased nature of a media product; and (7) children's extensive, though unarticulated, knowledge of media conventions. (SRT)

AN: ED295221
AU: Zemelman,-Steven; Daniels,-Harvey
TI: A Community of Writers: Teaching Writing in the Junior and Senior High School.
PY: 1988
NT: 286 p.; Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($17.50).
PR: Document Not Available from EDRS.
DE: Class-Activities; Content-Area-Writing; Educational-Change; Secondary-Education; Secondary-School-Curriculum; Sentence-Combining; Student-Publications; Student-Role; Teacher-Role; Teaching-Methods; Writing-Processes
DE: *Classroom-Environment; *Prewriting-; *Research-Papers-Students; *Writing-Evaluation; *Writing-Exercises; *Writing-Instruction
AB: Intended for teachers and encompassing all aspects of teaching writing, this book applies the process paradigm to junior and senior high writing instruction. Part 1, "Process and Paradigm," outlines challenges faced by junior and senior high school writing instructors, defines the process paradigm, and presents a sample integrated activity. Part 2, "Creating a Community of Writers," discusses climate in the classroom, planning for a writing-centered class, first-day and first-week activities, writing workshops and journals, and writing to learn every day. Part 3, "Designing and Conducting Writing Activities," presents ideas on designing writing activities and assignments, prewriting, guided imagery, drafting, revising, peer writing groups, and publication. Part 4, "Evaluating Writing," discusses the traditional English teacher's use of the red pen, and provides guidelines on responding, evaluating and grading. Part 5, "Writing To Learn," suggests integrated activities for learning subject matter and discusses collaborative research and term papers. (Seven pages of references are included.) (ARH)

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CBIS Federal shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay (a) is due to events beyond the control of CBIS Federal including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortages, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performances of subcontractors beyond CBIS Federal's control and without negligence on the part of CBIS Federal; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY
CBIS Federal's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CBIS Federal be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

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8. CHANGES
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CBIS Federal.

9. DEFAULT AND WAIVER
a. If customer fails with respect to this or any other agreement with CBIS Federal to pay any invoice when due or to accept any shipment as ordered, CBIS Federal may, without prejudice to other remedies, defer any further shipments until the default is corrected, or may cancel the order.

b. No course of conduct nor any delay of CBIS Federal in exercising any right hereunder shall waive any rights of CBIS Federal or modify this Agreement.

10. GOVERNING LAW
This Agreement shall be construed to be between merchants. Any questions concerning its validity, construction, or performance shall be governed by the laws of the State of Virginia.

11. DEPOSIT ACCOUNTS
Customers who have a continuing need for ERIC documents may open a Deposit Account by depositing a minimum of $300.00. Once a Deposit Account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

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